

Scoring Rubric for the Designing Instruction Task

	Score Level 4	Score Level 3	Score Level 2	Score Level 1
Holistic Statement	The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate's ability to plan a developmentally-appropriate lesson based on state-adopted academic content standards for students or state-adopted framework; learn about students; plan for instruction; make adaptations to the plan to meet student needs; and reflect on the instructional planning. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.	The response provides evidence that clearly demonstrates the teacher candidate's ability to plan a developmentally-appropriate lesson based on state-adopted academic content standards for students or state-adopted framework; learn about students; plan for instruction; make adaptations to the plan to meet student needs; and reflect on the instructional planning. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.	The response provides evidence that partially demonstrates the teacher candidate's ability to plan a developmentally-appropriate lesson based on state-adopted academic content standards for students or state-adopted framework; learn about students; plan for instruction; make adaptations to the plan to meet student needs; and reflect on the instructional planning. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.	The response provides evidence that does little or nothing to demonstrate the teacher candidate's ability to plan a developmentally-appropriate lesson based on state-adopted academic content standards for students or state-adopted framework; learn about students; plan for instruction; make adaptations to the plan to meet student needs; and reflect on the instructional planning. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.

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TPE 8, 9 Planning Instruction and Designing Learning Experiences for Students	<p><i>The candidate learns about her or his students and uses this information to plan instruction, as evidenced by:</i></p> <ul style="list-style-type: none"> • establishing clear and appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework • using relevant and appropriate methods to obtain information about selected students that may influence instruction • obtaining detailed and relevant information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests • planning relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework • selecting or adapting relevant and appropriate instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet all students' needs 	<p><i>The candidate learns about her or his students and uses this information to plan instruction, as evidenced by:</i></p> <ul style="list-style-type: none"> • establishing appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework • using appropriate methods to obtain information about selected students that may influence instruction • obtaining relevant information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests • planning appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework • selecting or adapting appropriate instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet students' needs 	<p><i>The candidate minimally learns about her or his students and uses this information to plan instruction, as evidenced by:</i></p> <ul style="list-style-type: none"> • establishing some appropriate and some inappropriate goals for student learning, based minimally or ambiguously on state-adopted academic content standards for students or framework • using limited methods to obtain information about selected students that may influence instruction • obtaining cursory information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests • planning instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students or state-adopted framework • selecting or adapting instructional strategies, grouping strategies, and instructional materials that minimally assist students in achieving learning goals or that are inconsistent in meeting students' needs 	<p><i>The candidate insufficiently learns about her or his students and uses this information to plan instruction, as evidenced by:</i></p> <ul style="list-style-type: none"> • establishing inappropriate or no goals for student learning that may not be based on state-adopted academic content standards for students or framework • using inappropriate or no methods to obtain information about selected students that may influence instruction • obtaining irrelevant or no information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests • planning inappropriate or no instruction related to the content area and subject matter to be taught and/or that is not in accordance with state-adopted academic content standards for students or state-adopted framework • selecting or adapting inappropriate or no instructional strategies, grouping strategies, and instructional materials that assist students to achieve learning goals and meet students' needs

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TPE 4, 6, 7 Engaging and Supporting Students in Learning	<p><i>The candidate uses and adapts strategies and activities for instructional planning, as evidenced by:</i></p> <ul style="list-style-type: none"> • using relevant and developmentally-appropriate strategies and activities according to purpose and lesson content • making relevant and appropriate plans for students who have special needs or abilities • drawing upon detailed and relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language • knowing and applying relevant and appropriate instructional practices for English Language Development 	<p><i>The candidate uses and adapts strategies and activities for instructional planning as, evidenced by:</i></p> <ul style="list-style-type: none"> • using developmentally-appropriate strategies and activities according to purpose and lesson content • making appropriate plans for students who have special needs or abilities • drawing upon relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language • knowing and applying appropriate instructional practices for English Language Development 	<p><i>The candidate minimally uses and adapts strategies and activities for instructional planning as, evidenced by:</i></p> <ul style="list-style-type: none"> • using ambiguous or inconsistent strategies and activities according to purpose and lesson content • making inconsistent or minimal plans for students who have special needs or abilities • drawing upon minimal or cursory information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language • a limited knowledge and/or ambiguous application of instructional practices for English Language Development 	<p><i>The candidate insufficiently uses and adapts strategies and activities for instructional planning, as evidenced by:</i></p> <ul style="list-style-type: none"> • using developmentally-inappropriate or no strategies and activities according to purpose and lesson content • making inappropriate or no plans for students who have special needs or abilities • drawing upon irrelevant or no information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language • knowing and applying inappropriate or no instructional practices for English Language Development

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TPE 1 Making Subject Matter Comprehensible to Students	<p><i>The candidate knows the state-adopted student academic content standards or state-adopted framework(s), as evidenced by:</i></p> <ul style="list-style-type: none"> • demonstrating a detailed and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to all students 	<p><i>The candidate knows the state-adopted content standards for students or state-adopted framework, as evidenced by:</i></p> <ul style="list-style-type: none"> • demonstrating an accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to all students 	<p><i>The candidate knows the state-adopted content standards for students or state-adopted framework, as evidenced by:</i></p> <ul style="list-style-type: none"> • demonstrating a cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to students 	<p><i>The candidate knows the state-adopted content standards for students or state-adopted framework, as evidenced by:</i></p> <ul style="list-style-type: none"> • demonstrating an inaccurate or no understanding of subject-specific pedagogical skills for teaching state-adopted academic content standards or state-adopted framework to students
TPE 13 Developing as a Professional Educator	<p><i>The candidate reflects on connecting learning about students to instructional planning, as evidenced by:</i></p> <ul style="list-style-type: none"> • providing detailed and relevant reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness 	<p><i>The candidate reflects on connecting learning about students to instructional planning, as evidenced by:</i></p> <ul style="list-style-type: none"> • providing relevant reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness 	<p><i>The candidate minimally reflects on connecting learning about students to instructional planning, as evidenced by:</i></p> <ul style="list-style-type: none"> • providing cursory or limited reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness 	<p><i>The candidate insufficiently reflects on connecting learning about students to instructional planning, as evidenced by:</i></p> <ul style="list-style-type: none"> • providing irrelevant or no reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness